

Name: _____

CC2, Class 5, ElShakhs

Weekly Math Homework Packet 9-16 to 9-23

Please have this homework packet out at the beginning of the period.

Homework Score				Assigned	Due Date	Assignment
100%	75%	50%	Missing			
				Monday, 9/16	Tuesday, 9/17	1.2.6 (Classwork – 1-108, 1-110 to 1-112) Homework 1-114 to 1-118
				Tuesday, 9/17	Weds, 9/18	1.2.7 (Classwork – 1-119 to 1-122) Homework – 1-124 to 1-129
				Weds, 9/18	Friday 9/20	1.2.8 (Classwork – 1-130 to 1-133) (Classwork Chapter Closure) Homework 1-137 to 1-150
				Friday 9/20		Team Test Friday

Remember – Homework help available at www.cpm.org

Reflections on this week's homework:

Ideas or comments:



- **1-114.** For each part below, find a Giant One that will multiply the fraction on the left side of the equation to create the equivalent fraction on the right side of the equation. Then complete any other missing information.

a. $\frac{5}{6} \cdot \boxed{1} = \frac{15}{6}$

b. $\frac{1}{3} \cdot \boxed{1} = \frac{4}{6}$

c. $\frac{1}{2} \cdot \boxed{1} = \frac{8}{16}$

d. $\frac{1}{4} \cdot \boxed{1} = \frac{6}{24}$

- **1-115.** Fareed wants to add $\frac{1}{4} + \frac{5}{8}$.
 - a. Add the fractions by using a Giant One to create a common denominator.
 - b. How can factors help you find a common denominator?
- **Skip 1-116.**

- **1-117.** Order these numbers from least to greatest:

$$\frac{1}{2} \quad 1.1 \quad \frac{5}{3} \quad 2 \quad 0 \quad 0.4 \quad 62 \quad \frac{5}{8}$$

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- **1-118.** Find each sum.

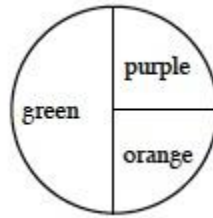
a. $\frac{3}{5} + \frac{1}{3}$

b. $\frac{5}{7} + \frac{1}{2}$



- **1-124.** What is the probability of getting either blue or green on a spinner that is $\frac{3}{10}$ green and $\frac{1}{5}$ blue? Show your work. (Hint – remember that ‘or’ means add)

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- **1-125.** If you were to spin the spinner below, what would be the probability of landing on green or purple? Explain how you know



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- **1-126.** Find a value for x that will make each of the following equations true.

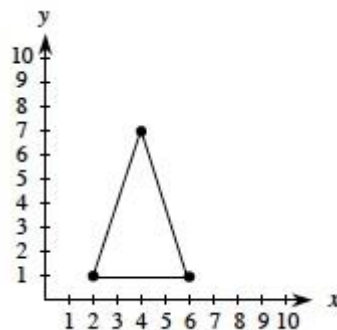
a. $x + 8 = 21$

b. $x - 32 = 55$

c. $3x = 54$

d. $\frac{x}{5} = 10$

- **1-127.** Locate the coordinates of the three highlighted points on the graph of the triangle below and write them as ordered pairs (x, y) . (Hint, the first one is $(2,1)$)



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- **1-128.** Draw an example of each of the following shapes. Refer to the glossary in the back of the book if you need help.

a. rectangle

b. square

c. parallelogram

d. trapezoid

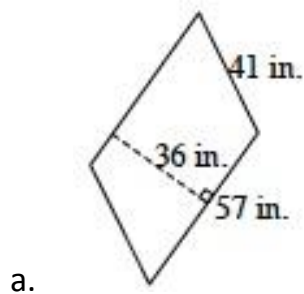
e. scalene triangle

f. right triangle

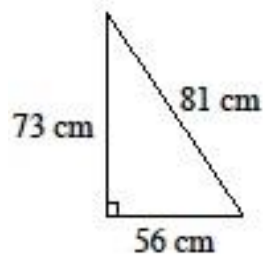
(all sides are different)

- **1-129.** Find the area and perimeter of each figure below.

○



b.



- **1-136. LEARNING LOG - “Adding Probabilities with Unlike Denominators”**
- In your Learning Log, describe the process you use to add or subtract fractions when the probabilities have different denominators.
 - Create an example and show your solution with pictures and number expressions.
 - How do you rewrite the fractions to represent pieces that are the same size?
 - How do you identify what common denominator to use?



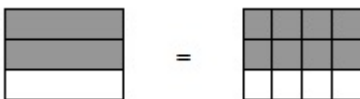
METHODS AND MEANINGS

MATH NOTES

Equivalent Fractions

- Fractions that are equal, but written in different forms, are called **equivalent fractions**. Rewriting a fraction in an equivalent form is useful when you want to compare two fractions or when you want to combine portions that are divided into pieces of different sizes.
- A Giant One is a useful tool to create an equivalent fraction. To rewrite a fraction in a different form, multiply the original fraction by a fraction equivalent to 1.

$$\frac{2}{3} \cdot \frac{4}{4} = \frac{2 \cdot 4}{3 \cdot 4} = \frac{8}{12}$$



- A picture can also demonstrate that these two fractions are equivalent:



- **1-137.** Rewrite each fraction in at least 2 different ways.
 - a. $\frac{6}{9}$
 - b. $\frac{11}{12}$
 - c. $\frac{3}{8}$
 - d. $\frac{10}{7}$
- **1-138.** Jonathan measured 2 cups of flour into a bowl on the counter. Then he spilled part of it, and now there is only $\frac{3}{8}$ cup left. How much did he spill?
- **1-139.** Maggie is making muffins with a recipe that yields 18 muffins.
 - a. There are 12 people in Maggie's book club. If the muffins are divided evenly among each person, how much will each person get? Explain your thinking.
 - b. If Maggie wanted to divide the muffins evenly between the 36 students in her class, how much muffin would each person get? Explain your thinking.

- **1-140. Multiple Choice:** If the probability of getting a particular result in an experiment is 75.3%, what is the probability of *not* getting that result? Explain your choice.

a. $75.3\% + 100\%$

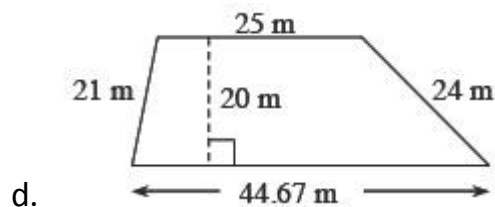
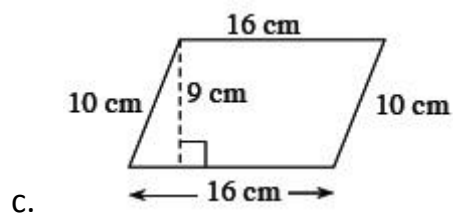
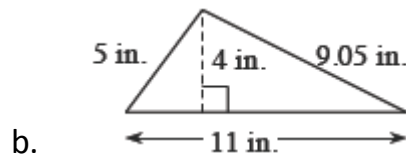
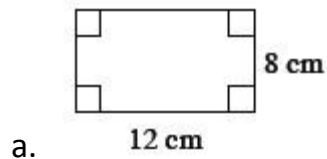
b. $75.3\% - 100\%$

c. $100\% - 75.3\%$

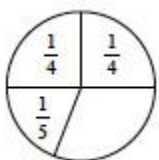
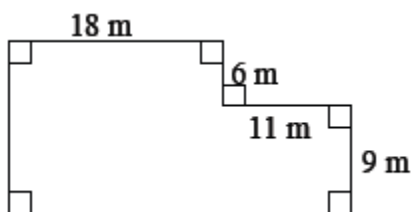
d. $\frac{1}{75.3\%}$



- **1-141.** Throughout this book, key problems have been selected as “checkpoints.” Each checkpoint problem is marked with an icon like the one at left. These checkpoint problems are provided so that you can check to be sure you are building skills at the expected level. When you have trouble with checkpoint problems, refer to the review materials and practice problems that are available in the “Checkpoint Materials” section at the back of your book.
- This problem is a checkpoint for area and perimeter of polygons. It will be referred to as Checkpoint 1.
- For each figure below, find the area and the perimeter.

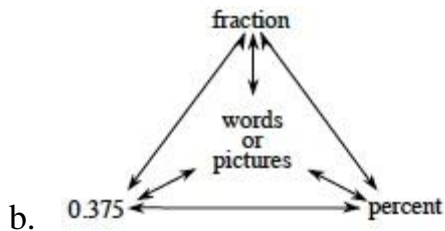
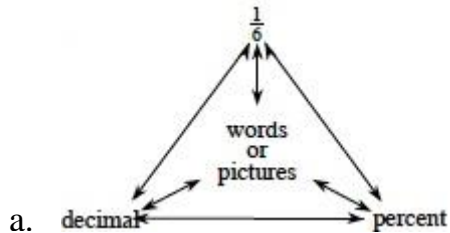
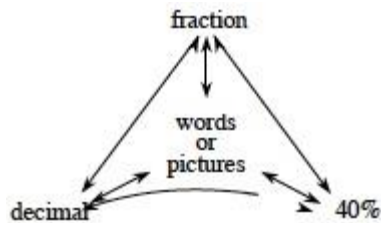


- Check your answers by referring to the [Checkpoint 1 materials](#).
- Answers to problem 1-141: a. 96 cm^2 , 40 cm ; b. 22 in.^2 , 25.05 in. ; c. 144 cm^2 , 52 cm ; d. 696.67 m^2 , 114.67 m
- If you needed help solving these problems correctly, then you need more practice. Review the [Checkpoint 1 materials](#) and try the practice problems. Also, consider getting help outside of class time. From this point on, you will be expected to do problems like these quickly and easily.
- **CL 1-142.** Vanson has a bunch of boxes that are all the same. He stacked four boxes, measured the stack, and found that it was three feet high.
 - a. How high will a stack of 20 of these boxes be?
 - b. The ceiling in the room where Vanson is working is just a little more than 9 feet high. He wants to stack boxes from the floor to the ceiling. How many boxes will fit in one stack?
- **CL 1-143.** Find the perimeter and area of Jacob's swimming pool shown in the diagram below. Be sure to show all of your work.



- **CL 1-144.** Tuan is playing a game, but the spinner is incomplete. If the numbers in the sections of the spinner represent the probabilities of spinning each section, help him figure out the fraction for the missing section of the spinner.

- CL 1-145. Complete each portions web.



- CL 1-146. Add $\frac{1}{6} + \frac{1}{2}$. Show all of your steps.

- CL 1-147. Write ðtheoreticalð or ðexperimentalð to describe the following situations.

. The chance of rolling a sum of three with two number cubes is $\frac{1}{18}$.

a. I drew five cards out of a deck and got clubs three times.

b. I bought six raffle tickets and did not win anything.

c. Based on a mathematical model, the chance of a flood next year is 1.2%.

- **CL 1-148.** The county-fair prize wheel has equally spaced sections with the following colors: one is golden, two are silver, three are green, four are blue, six are red, and nine are yellow.
 - . What is the probability of landing on gold? Give your answer as a fraction and as a percent.
 - a. If the probability of landing on yellow is 36%, what is the probability of not landing on yellow?
 - b. If the wheel is spun 100 times, how many times would you expect to land on silver?
- **CL 1-149.** Kimberly is playing “Guess My Number.” Her clue is, “*When I triple my number and subtract 7, I get 83.*” Find Kimberly’s number and explain how you know your answer is correct.
- **CL 1-150.** For each of the problems above, do the following:
 - Draw a bar or number line that represents 0 to 10, or just write the number from a one to ten scale that describes how well you got the problem

